DOCUMENT RESUME

ED 233 632 HE 016 294

AUTHOR Watkins, Beverly T.
TITLE How Some Colleges and High Schools Are Already Cooperating.
PUB DATE 21 Sep 83
NOTE 2p.
PUB TYPE Journal Articles (080) -- Reports - Descriptive (141)
JOURNAL CIT Chronicle of Higher Education; v27 n4 p14 Sep 21 1983

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Articulation (Education); College Credits; College Programs; *College School Cooperation; *Cooperative Programs; Higher Education; High School Students; Program Descriptions; Secondary Education
IDENTIFIERS PF Project

ABSTRACT

The following cooperative programs, cited in the Carnegie Foundation's report on American secondary education, have been undertaken by colleges and universities: (1) Johns Hopkins University, through its Center for the Advancement of Academically Talented Youth, offers gifted students the opportunity to take university courses; (2) Kenyon College's School-College Articulation Program enables high schools to offer courses for college credit; (3) La Guardia Community College and the New York City Board of Education operate Middle College for educationally disadvantaged high school students; (4) Seattle University and Seattle Preparatory School created Matteo Ricci College which offers a high school diploma and college degree in six years; (5) Syracuse University's Project Advance provides courses at high schools for simultaneous high school and college credit; (6) the University of California at Berkeley's Accelerated High School Student Program allows local seniors to take courses at the university for college credit; and (7) Yale University, through the Yale-New Haven Teachers Institute, offers secondary school teachers the opportunity to study with faculty members. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Chronicle of Higher Education
v. 27, n. 4, Sept. 21, 1983 p. 14

How Some Colleges and High Schools Are Already Cooperating

ED233632

WASHINGTON

Here are some examples of cooperation between the nation's high schools and colleges cited in the Carnegie Foundation's report on American secondary education:

► The Johns Hopkins University, through its Center for the Advancement of Academically Talented Youth, offers gifted students the opportunity to take university courses that are more challenging than those in the traditional secondary-school curriculum. The center, which identifies talented students through their scores on the Scholastic Aptitude Test, coordinates programs for both the mathematically and verbally gifted and provides counseling for students and parents. Some students in the program have raced through the secondary-school curriculum or skipped it altogether and entered the university at age 15 or 16.

► Kenyon College offers a School-College Articulation Program that enables six private high schools to offer their students courses on their own campuses that lead to college credit. If the students go to Kenyon, they can apply the credit toward a degree. If they go to another institution, Kenyon will send a transcript of the completed course work. The program is administered by a steering committee comprising representatives of the college and the six schools.

► La Guardia Community College and the New York City Board of Education operate Middle College, which offers the last two years of high school for educationally disadvantaged students on the community-college campus. The students, who enter the program when they are juniors, can work toward a high-school diploma and then an associate degree. They are encouraged to use the college facilities and take college courses if they are qualified. About 85 per cent have been going on to college.

► Seattle University and Seattle Preparatory School created Matteo Ricci College to offer a program to students who complete the eighth grade and want to earn a high-school diploma and a college degree in six years. The high-school portion of the program is concentrated on the campus of the preparatory school, while the college portion is offered at the university. The combined curriculum, largely interdisciplinary, takes less time to complete because duplicate and overlapping high-school and college courses have been eliminated.

► Syracuse University offers a program called Project Advance that enables high-school seniors to take college courses in the high schools and receive both high-school and college credit.

About 75 high schools in four states—Massachusetts, Michigan, New Jersey, and New York—participate.

The university uses the same materials and tests for high-school and college students in the introductory courses. Syracuse faculty members and high-school instructors who teach the same subjects get together for summer workshops on common problems.

► The University of California at Berkeley provides an Accelerated High School Student Program for seniors in the San Francisco Bay Area who have demonstrated that they can do college-level work. Students, who are nominated for the program by their principals, may take two courses each term at Berkeley and earn academic credits from the university. If they enroll at Berkeley, the credits count toward their degree requirements. If they enroll at another college, the credits are transferred.

► Yale University, through the Yale-New Haven Teachers Institute, offers secondary school-teachers in the community an opportunity to study on campus with faculty members. About 80 high-school teachers each year become "fellows" in the program, which provides seminars in the liberal arts and sciences.

—B.T.W.

BRUCE HOLMAN

Ronald Greaves teaches chemistry in the Johns Hopkins University's program for talented high-school youths, held last summer at Franklin and Marshall College.

HE016294

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

MARTHA E. DUDROW

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.